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ABSTRACT

Quarterly activities are summarized for each of the following areas: (1) Sesame Street research, (2) Sesame Street production, (3) The Electric Company research, (4) The Electric Company production, (5) community education services, (6) public affairs, and (7) personnel. Activities are outlined within each section, and the public affairs section includes examples of newspaper articles and publicity releases. (EMH)

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Children's Television Workshop

One Lincoln Plaza / New York, N.Y. 10023 / 212 595-3456

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SESAME STREET RESEARCH

1. Major Activities and Accomplishments

A. Testing was completed in the study designed to assess Sesame Street's usefulness for the mentally retarded. The study was designed to investigate mentally retarded children's attention to and comprehension of standard Sesame Street segments and special segments modeled after the Joseph P. Kennedy, Jr. Foundation's Families Play to Grow activities. Another component of the study examined nonretarded children's feelings and perceptions about the retarded children who appear in the segments.

Testing was completed at several sites throughout New York City, and included samples of retarded children of varied ages and etiologies. Also tested were nonretarded second grade children, who were asked questions concerning their feelings, preferences, and assumptions about the children portrayed on screen.

The data from the testing are now being compiled and analyzed by Ms. Dana Ardi, Assistant Professor of Special Education at Fordham University, who was engaged as a consultant to help advise researchers on the study's design and execution. Ms. Ardi's report on the study will be available shortly.

B. Cross-Methodological Study- Several researchers throughout the greater New York/New England area have been engaged as consultants to the Workshop to participate in a study of Sesame Street segments. Plans are to apply a variety of research methods to several audiences viewing the same stimulus material. The focus of the study is on identifying characteristic types of information yielded by current research methodologies, and on evaluating the effectiveness of these methods for use with research questions concerning Sesame Street. The study will also yield important information about Sesame Street formats and content. At the present time, several substudies in this cluster are under way or about to begin. The following researchers are participating:

Glen Brickman, Director of Research, Motives Labs, Rhode Island - is applying a voice analysis technique.

Dr. James Watt, University of Connecticut, and Dr. Robert Krull, Rensallaer Polytechnic Institute - are performing physiological response measures.

Dr. Dan Anderson, University of Massachusetts - is performing measures of attention and comprehension and is also performing attribute analysis on Sesame Street stimulus materials.

Dr. Bernadette Nelson-Shapiro, ABT Associates, Boston, Massachusetts, and Dr. Sheryl Graves, New York University - are designing comprehension and attitude measures.

Dr. Steve Epstein, Columbia University - is applying CTW group observation and distractor measures.

Ms. Barbara Flagg, Harvard Center for Research in Children's Television - performing eye movement studies designed to assess patterns of attention.

C. Sesame Street Researchers tested a sample of new formats featured during the seventh broadcast season. Attention and comprehension measures were taken, and results and recommendations were reported to producers.

D. The Curriculum Goals Document for Sesame Street's eighth broadcast season was rewritten to incorporate new goal areas: health and nutrition, expanded objectives for the mentally retarded, sight phrases, vocabulary development.

E. Researchers attended on-site filming at City Island, New York. This filming represented a continuing production experiment in location taping, meant to vary the "look" of the program and to place emphasis on Sesame Street's "Cultural Diversity" goal.

F. Sesame Street researchers held a writers' briefing meeting to discuss and explain new curriculum goals and treatments.

G. Researchers attended a conference describing the Seattle Health Curriculum, a health education program for Grades Kindergarten - Seven. Materials were explored for their relevance to Sesame Street's new "Health Practices" goal.

H. Researchers attended Fordham University's Special Arts Festival for the mentally retarded. Guidance was provided for the production department, which filmed excerpts from festival events.

I. Dr. Robin Garfinkel of Columbia University completed the first phase of her project connected with the recent renorming of the Stanford-Binet Intelligence Test carried out by Professor Robert Thorndike. This renorming study found a relatively large jump in the normative scores for preschoolers. Dr. Garfinkel, working as consultant to the Children's Television Workshop, is investigating possible relationships between the items which account for the improved scores and ratings of relevance to the Sesame Street curriculum.

Dr. Garfinkel has recently prepared a draft report which assesses CTW Researchers' predictions about Stanford-Binet items and their relationship to the Sesame Street Curriculum at the time the renorming data were gathered. This report was the preliminary portion of the study described above.

J. The Associate Director of Research advised and guided Ms. Janet Stampfel, student at the Harvard Center for Research in Children's Television, as she designed and executed a study concerning children's perceptions of imagination portrayed on television. Ms. Stampfel's findings were made available to the Sesame Street research staff in the form of a report.

K. Mrs. Patricia Hayes O'Donnell, Senior Researcher for CTW, is examining the literature relating to sexism in children's television. She will be designing a study to identify Sesame Street's strengths and weaknesses in portraying positive images of girls and women.

L. Nancy Kozak, doctoral student at Harvard University and former member of the CTW Nonbroadcast Research Staff, continues her short-term project which focuses on investigation and further development of Sesame Street's prereading goals.

M. The Research Department has over the summer experimented with a research fellowship program for graduate-level students of communications research whose work indicates a clear commitment to a career in research work. Studies are currently in progress at the Children's Television Workshop which have been designed and are being carried out by two students working in this program:

Ms. Barbara Katz, of the Harvard Center for Research in Children's Television, is investigating Sesame Street formats for teaching rhyming skills. Her report will provide producers with recommendations for successful presentations of this goal.

Mr. Rodney Dennis, from the University of Kansas, is identifying attributes of Sesame Street's segments designed to teach classification skills. He is relating these format attributes to children's attention and learning. As a product of his fellowship, he, like Ms. Katz, will provide a series of recommendations to producers.

2. Significant Events and Findings: See Category #1, above.

3. Dissemination Activities

A. Associate Director of Research discussed information processing research with Professor Kosluk from the University of Warsaw.

B. Researchers consulted with Ms. Kathie D. Carson, Assistant Counsellor from the Genessee County Prosecutor's Rape Crisis Center regarding possible methods for television presentation of rape prevention information.

C. A Research Planning Specialist attended the annual conference of the American Educational Research Association.

D. Ms. Stephanie Sedelmeyer, from the staff of Sesamestrasse, consulted with researchers regarding formative research methods and visited test sites to observe firsthand.

E. Members of the Research staff prepared a paper for publication by Action for Children's Television in Boston. The paper is currently in first-draft stage.

F. The Assistant Director met with Mr. George Benson, from Abidjan, The Ivory Coast, Director of Programs for Ivorian Radio and Television.

G. The Assistant Director attended a workshop entitled, "Working Together: Teachers, Parents, Paraprofessionals." The workshop, presented by the Bureau for Children of Retarded Mental Development, offered strategies for teaching mentally retarded children.

H. Assistant Director met with Mr. Jim Soljund, Executive Director of Arts for the Handicapped.

I. Researchers provided consultation to the staff of Dr. John Liefield from the University of Guelph, Ontario, Canada. Dr. Liefield's staff is planning a study of children's attention to television commercials.

4. Data Collection: See Category #1, above.

5. Other Activities

Products Division - Products testing and/or review was provided for Sesame Street books, toys, and games, including:

Grover Hide and Seek Book
Big Bird's and Little Bird's Big and Little Book
Ernie's Counting Book - Ernie Takes a Bath
The Cookie Tree
The Red Book with Big Bird

As in the past, continuing review functions were provided for the Sesame Street Magazine, and Dr. Girvin Kirk and staff continued their ongoing research for the magazine. Researcher Ana Herrera took over the task of Spanish language print review.

6. Future Activities Planned

Several activities described in Category #1 above are long-term projects which comprise a large percentage of our plans for the upcoming fiscal quarter. Among these activities are those described in paragraphs B, I, K, and L.

Also planned is a formative research study designed to measure children's attention to and comprehension of two new segments which producers have requested special information about.

SESAME STREET PRODUCTION

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Sesame Street Production has filmed two shows on location in the area of New York City. One was a camping show and the other was a water show in City Island. Both are scheduled for the fall season.

Locations in Applachia have been scouted for the next remote.

Alaina Reed, Linda Bove, Ann River, and Judy Collins are appearing in shows this season.

THE ELECTRIC COMPANY RESEARCH

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A. Comprehension and appeal testing of program changes are being considered for the final season.

B. The completion of content analysis of all The Electric Company materials; as well as the implementation of a plan to organize and analyze these data.

C. Completion of an experiment to investigate the effect of teacher intervention during the viewing on the effectiveness of The Electric Company.

D. Attendance and delivery of papers at the American Educational Researchers Association (A.E.R.A.) in San Francisco by Ms. Barbara Fowles and Dr. Vivian Horner.

E. Preparation of a manuscript based on a study of verbal humor comprehension on The Electric Company and submission of the manuscript to a professional journal (Barbara Fowles and Marcia Glanz).

F. Study of riddle comprehension to target-audience age children; preparation of a manuscript based on this study for submission to a professional journal (Barbara Fowles and Marcia Glanz).

G. Continuation of eye-movement study of effects of instructional set on attention to print on The Electric Company (Barbara Fowles).

H. Continuation of eye-movement study of preschoolers viewing The Electric Company (Barbara Fowles).

SIGNIFICANT EVENTS AND FINDINGS

A. A study of target-aged children's responses to verbal riddles revealed that they are generally unable to handle the ambiguity of meaning. However, verbal riddles may well be a good way of drawing children's attention to the structure of language in pleasant way.

DISSEMINATION ACTIVITIES

A. Attendance and talks delivered at the American Educational Researchers Association (A.E.R.A.) in San Francisco. (Barbara Fowles, Dr. Vivian Horner)

B. Participation in FCC Hearings on over-the-counter drug advertising and its effects on children (Barbara Fowles)

OTHER ACTIVITIES

A. Completion of filmstrip project with Guidance Associates.

B. Continuing bilingual materials project with National Textbook Publishing Company

FUTURE ACTIVITIES PLANNED

A. Testing of selected materials from the first studio session of the final season.

B. Studio monitoring during production.

C. Preparation of analyses and final report on coding project.

D. Preparation of report on the child's concept of what constitutes a joke. (Barbara Fowles, Dr. Vivian Horner)

E. Preparation of a major manuscript on the educational effects of television on children for a special issue of Education and Urban Society to be a guest - edited by Chester Pierce, M.D. from Harvard.

F. Final report of teacher intervention study.

G. Data analysis for eye-movement projects

STAFF UTILIZATION

Lucy Gilbert (part-time) received a Ph.D. from Teachers College, Columbia University.

THE ELECTRIC COMPANY PRODUCTION

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Taping of the sixth season began June 28, 1976 and will continue through July 30th.

SIGNIFICANT EVENTS AND FINDINGS

The Electric Company Research Department will be doing some early testing for appeal and comprehension of shows which contain new characters and/or new methods of placing print on the screen so as to decide on their continued use prior to the second half of the taping season.

DISSEMINATION ACTIVITIES

Weekly staff production meetings are being held relating to the following week's studio taping schedule.

STAFF UTILIZATION

Bob Schwarz - Director
Diana Werman - Associate Director (She will also continue to function as Editing Supervisior)
Patricia Rout - Free Lance Production Assistant - hired from outside CTW for the ten week taping season.

FUTURE ACTIVITIES PLANNED

Editing of the sixth season begins between July 9th and July 26th. Studio hiatus begins August 2nd through October 15th. Taping for the second half of the season resumes October 18th and continues through November 22nd.

COMMUNITY EDUCATION SERVICES

The Community Education Services Division (CES) is charged with the responsibility of reaching out to initiate activities leading to the use of Sesame Street and The Electric Company as a supplemental resource in formal and informal educational settings. In meeting this responsibility CES has developed a series of strategies which tap the energy and concern of parents, teachers and others for using television as a positive force in the educational development of preschoolers and young children. These strategies which serve a common goal focus upon several interrelated objectives - reducing the barriers to viewing, building and maintaining an audience and enhancing the use of CTW's productions at the point of reception. The following descriptions are selected highlights of CES activities, which address the aforementioned objectives, singly or in combination:

- CES, conducted a series of workshops for the Interim Education Center and the Bethlehem Child Care Center in Jackson, Mississippi. The workshops were part of of a continuing CES thrust to seek out and inform parents about CTW productions. The workshops conducted in two sessions were designed to introduce parents to the concept of using Sesame Street as an educational resource. The first workshop session was built around an explanation of the instructional objectives of Sesame Street and their relationship to helping prepare a young child for entrance into school. The

second workshop session involved demonstrating activities which a parent could use to reinforce the educational objectives of the broadcast.

As part of this effort to reach parents in Mississippi the Jackson - Hinds Comprehensive Health Center have entered into partnership with CES to provide outreach services to people in a low income housing project. The staff of the health center will conduct a program dealing with topics such as nutrition and environmental health. CES will provide a series of training sessions, for volunteers living in the project, on the use of CTW productions as educational resources. The volunteers in turn will work with the parents and children living in the projects.

. The Director of Institution Schools for the Regional Educational Center in Pittsfield, Massachusetts invited CES to conduct a workshop for teachers and teacher aides, working in state hospitals for the mentally ill with multiple handicaps. The workshop was conducted for staff members from the Belchertown and Monson State Hospitals. Chronologically, the children in these hospitals range from 6 to 21yrs. old but, have a mental age of 3 or 4. The workshop focused on the instructional objectives of Sesame Street and the goals of the special segments developed for the mentally retarded.

The staff plans to use the script highlights distributed by CES as a planning tool to develop follow up activities which meet the needs of the children. As a consequence of this workshop, additional sessions will be held for the ward attendants who are engaged in the direct care of these children.

. The Phineas Bates Home and School Association of Roshdale, Massachusetts invited CES to participate in a newly developed program to motivate parents to become more interested in their children's education. The objectives of the program are: (1) to give parents some insight into the ways children learn from their environment; (2) to inform parents of some of the ways they may contribute to their children's education; and (3) to introduce additional tools for learning. The CES presentation dealt with the instructional objectives of Sesame Street and The Electric Company and suggested ways for parents to reinforce the educational content of the broadcasts.

. The Applachian Regional Health Services, located in Wise, Virginia as one of its services provides programs designed to assist mentally retarded children living in

seven counties in the Southwestern part of Virginia. The program utilizes activity centers, locations where parents bring their children; and home visitor who go into the home on a regular basis and demonstrate learning activities that the parents can use with their child. CES is conducting a series of training sessions for the staff of the Applachian Regional Health Services, on ways of reinforcing the Sesame Street segments for mentally retarded children.

. In North Carolina, CES in cooperation with the State Department of Education has organized a series of orientation sessions for teachers in the early grades, kindergarten through third grade. The first session, although not compulsory was attended by 65 teachers. The objective of the orientation was to familiarize the teachers with the instructional objectives of Sesame Street and The Electric Company and ways of using the broadcast in classroom situations. It is anticipated that approximately 400 teachers will participate in the orientation sessions during a one month period.

CES has initiated its annual summer project with community agencies and institutions. The objectives of the summer project are:

1. to encourage disadvantaged preschoolers and six to ten year olds to become involved in an educational experience chrough viewing Sesame Street

and The Electric Company and engaging in supplementary activities which reinforce the content of the broadcasts.

2. to demonstrate that disadvantaged teen agers can be effective teachers.

3. to provide the teen age participants with a meaningful experience which would result in the enhancement of self-concept and new directions and attitudes towards school and career opportunities.

The project involves training teen agers, employed for the summer by day care centers and other community facilities, to serve as tutors for preschoolers and children in the early elementary grades. Their tutoring activities carried out under adult supervision focus upon reinforcing the goals of Sesame Street and The Electric Company, through the use of games and activities. The primary role of CES is to serve as a technical resource by providing pre and inservice training and ongoing consultative services to agencies administering the project.

. The YMCA of Dallas, Texas and CES have developed a joint summer project to serve an estimated 600 children over an eight week period. The staff for the program will consist of 80 Neighborhood Youth Corps enrollees will be trained by CES staff to serve as Sesame Street tutors. The project will provide free dental and medical services; field trips to cultural and recreational sites; and programs in music and art.

. The Boys' Club of Boston secured $8000 from the Associated Foundations of Boston to conduct a summer reading

club project utilizing The Electric Company. The staff for the project will consist of eight teen age instructors, one coordinator and 15 volunteers. The reading clubs are located in four Boston neighborhoods; North End, South Boston, Chinatown and Roxbury. The project to be conducted over a nine week period will reach more than 100 elementary school age children.

In addition, the community action agency Action for Boston Community Development has organized a tutoring project utilizing Sesame Street and The Electric Company. Of the 440 Neighborhood Youth Corps. enrollees utilized as tutors in the project; 350 will serve as tutors for The Electric Company and the remaining 90 enrollees will act as tutors in day care centers. An estimated 600 to 700 young children will be reached through this project.

. The Youth Affairs Commission, a tri-city agency serving Revere, Winthrop and Chelsea in Massachusetts is also involved in a tutoring project with CES. Ninty teenagers will be utilized as tutors to serve approximately 100 young children.

. In New York City, CES has trained several hundred teenagers enrolled in the Neighborhood Youth Corps

to serve as tutors for estimated 1300 youngsters. The tutors are assigned to 35 day care centers in various neighborhoods.

- CES in Los Angeles working in cooperation with the City Department of Parks and Recreation, has organized a tutoring project. The project, designed to serve about 5000 youngsters, has a tutoring staff of 900 teenagers enrolled in the Neighborhood Youth Corps. Twenty five of the NYC enrollees received special training from CES, designed to equip them with appropriate skills so that they in turn could assist in training the other enrollees.

- Multi-CAP, a community action agency in Charleston, Virginia, is utilizing CTW productions in a tutoring program to serve young children in a four county area. Sixty five teenagers employed through their Youth Employment Program will serve as tutors for this project.

- In Mississippi, the Carnegie Public Library in Clarksdale and the Yazoo Community Action Agency of Yazoo city launched tutoring projects built around CTW productions and the use of teen age tutors trained by CES. The St. Andrews Episcopal Church in Jackson initiated their annual summer reading program. Eighty volunteers were trained by CES in the use of The Electric Company as

a teaching resource. In addition, training in the techniques of tutoring readers was provided by the state department of education. The volunteers in this program will work on a one to one basis with children encountering reading problems.

. CES organized and conducted a three day conference for staff members of the Federal Bureau of Prisons (BOP). The conference, held in Dallas, Texas, was the first major milestone in a pilot project to maintain and strengthen family ties. The 36 participants from BOP were from the Washington, D.C. central office, three regional offices and six correctional institutions. The objective of the conference was to plan the implementation of pilot project and to assess the impact of the two exploratory programs being conducted at the Fort Worth and Seagoville Federal Correctional Institutions. The pilot project will be conducted at the following locations:

a) New York, New York - Metropolitan Correctional Center

b) Butner, North Carolina - Federal Center for Corectional Research

c) Alderson, West Virginia - Federal Correctional Institution for Women

d) Lompoc, California - Federal Correctional Institution

The developmental pilot project to be conducted by the Community Education Services Division (CES), of the Children's Television Workshop, in cooperation with the Federal Bureau of Prisons has as its primary goal making a significant contribution to maintaining and strengthening family ties, elements vital to the successful reintegration of the inmate into the broader community.

The project based upon exploratory programs at the Fort Worth and Seagoville Federal Correctional Institutions, grew out of the need to design and implement a systematic program to provide educational and entertaining activities for the children of inmates on visiting days, and to provide assistance to parents in maintaining and strengthening family relationships.

To meet these needs, space adjacent to the visiting room in the Fort Worth and Seagoville FCI, was set aside as a children's Sesame Street/Electric Company Area. Inmates who had volunteered to participate in the project as child care givers received pre and inservice training, from CES staff and community volunteers, in the developmental aspects of childhood; the use of Sesame Street and The Electric Company as educational resources; and methods of reinforcing the content of the shows through the use of game and activities.

Volunteers from the Dallas - Ft. Worth community provided a number of significant services to the exploratory program ranging from special workshops for the inmate care givers to designing and supervising the construction of an indoor and outdoor Sesame Street/Electric Company Activity Area. These voluntary contributions built additional bridges between the Federal Correctional Institutions and the broader community.

On visiting day the children of the visiting spouse watch Sesame Street and The Electric Company in the activity room with the inmates trained as care givers. Following the program the children and care givers read or play games based on what they had viewed. The children already familiar with Sesame Street and The Electric Company from viewing the program at home, readily accepted viewing the shows in the prison setting and perceived the games and activities, as an extension and continuation of part of the world they knew and enjoyed.

After the inmate and spouse have an opportunity to talk, they join their children in the activity room. This provides an opportunity for the family to interact as a unit, the inmate and spouse to jointly contribute to the development of their children in an informal setting and for the inmate to engage in the normal behavior of a parent teaching and playing with a child. In a broad sense the project provides a setting in which the inmate, housed in

an institution devoid of children, has the chance to maintain an continuing relationship with the family as a unit and maintain and expand his or her role as a parent in responding to the children's needs and expectations.

The pilot project, based upon the voluntary participation of inmates will benefit:

a) The children of the inmates through providing them with a systematic program of educational and entertaining activities on visiting days.

b) The inmate and spouse through their being able to communicate in a positive emotional climate without having to worry about the behavior of their children in the visiting room.

c) The family unit, which often disintegrates if one member is incarcerated, will have the opportunity to maintain its ties as members interact around play and educational activities contributing to the development of their children.

d) The care givers, inmates trained to work with the children, will have the opportunity and responsibility of contributing to the development of children as well as exploring their own interests in the possibility of a career in the field of child care.

e) The care givers and parent inmates confined to an institution devoid of children will have the opportunity to acquire needed skills and expand their understanding of the parental role they will assume upon their release.

f) The custodial officer responsible for the visiting area will have improved control in a more positive environment.

g) The prison as an institution will develop closer working relationships with community agencies, groups and individuals concerned with child development.

The developmental pilot will be conducted in facilities reflecting the diversity of institutional settings and inmate populations in the prison system e.g. long, intermediate and short term adult institutions; maximum through mimimun security; isolated rural through urban accessible; male and female; and dominant language other than English.

It is anticipated, given the foregoing differences among institutional settings and inmate populations, that the outcome of the pilot project will not be a unitary model. In effect, there will be a series of models developed under varying field conditions, reflecting the different conditions. The models built from this empirical base will constitute a series of systematic programs which would have application throughout the institutions of the Federal Bureau of Prisons and to all prisons within the United States; state, county and municipal.

CES recently completed an exploratory health education project in Hartford, Connecticut. The project had a dual thrust; immunization of young children who had not been fully innoculated and the dissemination of information to the parents of the children on the use of Sesame Street and methods of reinforcing the educational goals of the show. Special promotional material, print and video tapes in English and Spanish utilizing Sesame Street characters, was used as a catalyst to motivate parents to bring their children.

The project, conducted over a two week period was designed to alert English and Spanish parents of the young children, particularly those in low income neighborhoods, about the need to immunize their children. Innoculations were provided for hundreds of young children through clinics, hospitals, schools and a mobile van. As the children received their innoculations, their parents were given material about Sesame Street.

The project was developed over a three month period, in cooperation with a special task force. The task force included representatives from Connecticut Educational Television, Hartford Health Department, State Department of Community Affairs, Hartford School System, Chamber of Commerce, Community Renewal Teams and private industry. The task force was involved in planning and developing the project, raised money in the Hartford community to cover the cost of the two week campaign, mobilized the community and prepared follow up plans to utilize Sesame Street as a source of motivating the parents to have their children complete the innoculations. The task force representing the public and private sector, building on the experience from this project plans to become a continuing body, addressing the health education needs of Hartford.

Dissemination Activities

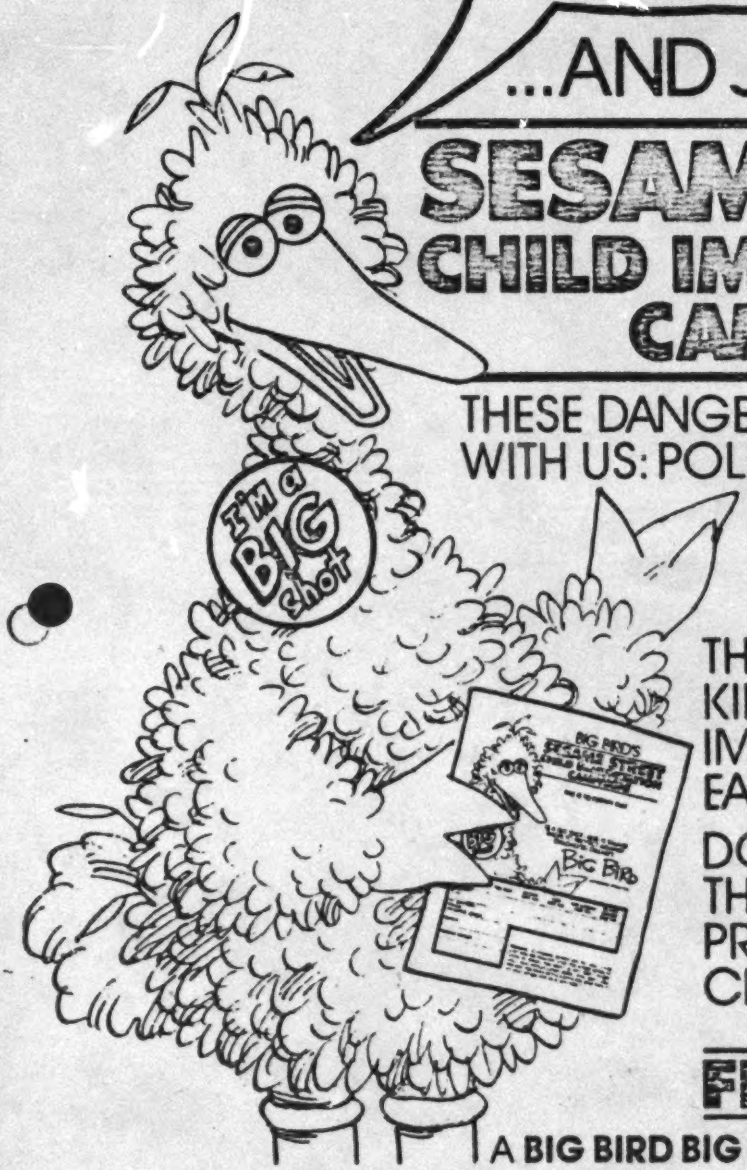
CES staff disseminated information about CIW at conferences and exhibits during the fourth quarter. In parallel with the dissemination of information contacts were established with groups, agencies and institutions, interested in the range of services by CES.

- Conferences of the National Parent Teachers Association - Louisville, Kentucky
- Maternal Child Health Conference of the Mississippi Nurses Association Jackson, Mississippi
- Conference on Children Today 1976 sponsored by the Mississippi Council on Children Jackson, Mississippi
- Annual New York State Education Department Conference on the Mentally Retarded Lake Kiameskia, New York
- South Carolina Head Start Conference Myrtle Beach, South Carolina
- Conference of the Southern Educational Communications Association Knoxville, Tennessee
- Conference of the National Association for The Advancement of Colored People Memphis, Tennessee

JOIN THE BIG SHOTS!

...AND JOIN BIG BIRD'S

SESAME STREET CHILD IMMUNIZATION CAMPAIGN!



THESE DANGEROUS DISEASES ARE STILL WITH US: POLIO, DIPHTHERIA, MEASLES, GERMAN MEASLES, WHOOPING COUGH, AND TETANUS.

THEY CAN CRIPPLE. THEY CAN KILL. UNLESS CHILDREN ARE IMMUNIZED AGAINST THEM EARLY.

DON'T WAIT. TAKE PART IN THIS SPECIAL CAMPAIGN TO PROTECT YOUR PRESCHOOL CHILD NOW!

FREE BONUS:

A **BIG BIRD BIG SHOT** CERTIFICATE FOR YOUR CHILD

Hartford Immunization Sites for All Pre-School Children

1) Hartford Hospital Pediatric Clinic	80 Seymour St.	8:00 - 4:30 Monday - Friday
2) St. Francis Hospital Pediatric P.M. Clinic	114 Woodland St.	12:30 - 3:00 Monday - Friday
3) University of Connecticut Pediatric Clinic Burgdorf Health Center	80 Coventry St.	8:30 - 4:00 Monday - Friday
4) Community Health Services, Inc.	520 Albany Ave.	1:00 - 7:00 Monday - Friday 11:00 - 3:00 Saturday
5) Hartford Health Department Child Health Clinic Burgdorf Health Center	80 Coventry St.	8:30 - 3:30 Monday - Friday

All school age students may be immunized in their legal public or parochial school

¡UNASE A LAS CELEBRIDADES!

Y UNASE A BIG BIRD EN SU

CAMPAÑA DE VACUNACION DE SESAME STREET

TODAVIA TENEMOS LAS SIGUIENTES ENFERMEDADES PELIGROSAS: POLIO, DIFTERIA, SARAMPION, RUBEOLA, TETANO, Y TOSFERINA.

PUEDEN DEJAR LISIADO A SU NIÑO. PUEDEN MATARLE, A MENOS QUE LO VACUNE PRONTO CONTRA ELLAS.

NO ESPERE. PARTICIPE EN ESTA CAMPAÑA ESPECIAL PARA PROTEGER A SUS NIÑOS DE EDAD PRE-ESCOLAR AHORA.

BONO GRATIS:

UN **CERTIFICADO DE BIG BIRD** PARA SU NIÑO

Locales donde se Inmunizan en Hartford a todos los Niños de Edad Pre-Escolar

1) Clínica Pediátrica del Hospital Hartford	80 Seymour St.	8:00-4:30 Lunes a Viernes
2) Clínica P.M. Pediátrica del Hospital St. Francis	114 Woodland St.	12:30-3:00 Lunes a Viernes
3) Centro de Salud Burgdorf, Clínica Pediátrica de Universidad de Connecticut	80 Coventry St.	8:30-4:00 Lunes a Viernes
4) Servicios Comunitarios de Salud, Inc.	520 Albany Ave.	1:00-7:00 Lunes a Viernes
5) Centro de Salud Burgdorf, Clínica de la Salud del Niño, Depto. de Salud de Hartford	80 Coventry St.	8:30-3:30 Lunes a Viernes

Todos los niños de edad escolar deben ser inmunizados en su escuela pública local o en su escuela parroquial.

HARTFORD TIMES 4/10/76

TV ads to fight kids' diseases

By RON GEORGEFF
Staff Reporter

Hartford will be the site of a two-week national pilot television campaign to promote immunization against childhood diseases.

Beginning May 17, the state's three commercial television stations and Connecticut Public Television will show 30-second spots using Sesame Street characters to get across the message that children should be vaccinated against such diseases as measles, polio, whooping cough and others.

Health experts have been warning for several months that immunization levels have fallen dangerously low across the country because of the failure of parents to get shots for their children, ages two months to five years.

Ironically, immunization level among Hartford children is quite good, thanks to special programs coordinated by the city Health Department, said Dr. Norton Chaucer.

Dr. Chaucer, city health director, disclosed the television project Friday at an all-day seminar on telecommunications in the health field. The conference was at the University of Connecticut Health Center in Farmington.

Dr. Chaucer, who is an adviser to the project, said the spots were produced in New York City by the Children's Television Workshop. The messages are in Spanish and English.

They will be run in other parts of the country next October, he said.

Three city hospitals, Community Health Services Inc. on Albany Avenue and the city Health Department are prepared to handle an increased volume of children brought for shots, said Dr. Chaucer.

In other business, the seminar focused on how television, computers, telephones and other audio-visual aids can help educate patients and health professionals, improve links between clinics and hospitals and treat patients.

Several experts in telecommunications discussed the use of technology in emergency medical services, continuing education for dentists, library reference for physicians and patient education.

Dr. Robert U. Massey, dean of the UConn School of Medicine, said communication devices in health could be a key method of solving poor distribution of health manpower. Audio-visual aids were an integral part of the school's clinical education program, he said.

6 THE HARTFORD COURANT Friday, May 14, 1976

Health Project To Start

By DAVID H. RHINELANDER

Big Bird and his friends from television's Sesame Street are launching a national experiment in Hartford Monday, May 17, to May 28 to increase children's protection against the common preventable diseases.

The Hartford pilot project is aimed at recruiting up to 15,000 youngsters for free "Big Shot" immunization injections.

The project, if successful in Hartford, will be repeated in other cities in the fall.

In addition to the initial shots against polio, measles, rubella (German measles) and DPT (diphtheria, tetanus and whooping cough), the campaign will include follow ups on children needing second or third injections or booster shots.

City health officials cannot estimate the number of unimmunized children in the city, but national estimates are as high as 50 per cent of nonwhite inner city preschoolers without full protection.

Although the Big Shot campaign officially is limited to the city, physicians and health departments in the surrounding communities have been alerted to the project and the state Health Department has stockpiled vaccine. The state will provide the vaccine free to the city immunization centers. Aetna Life and Casualty has contributed $6,000, Blue Cross of Connecticut, $5,000, and other firms lesser amounts for the program.

Immunization centers will be set up in the city's public and parochial schools, hospitals and clinics. A mobile "Big Shot" van will tour public housing projects.

MILWAUKEE STAR TIMES Thursday May 13, 1976, Section 1 Page 13

Ticker Tape REVIEW

A two-week pilot project immunization campaign, directed at inner-city parents who have pre-school children who have not been fully immunized, will be launched in Hartford, Conn., May 17 and run until May 29, sponsored by the Children's Television Workshop (CTW), producer of "Sesame Street" and "The Electric Company." Plans call for the project to be established on a national scale during Immunization Action Month next October. Overall immunization of kids from 1-4 in the U.S. is way below level public health officials consider adequate.

Concern/Comment

5.3 Million Pre-Schoolers Unprotected

By JOAN GANZ COONEY
President,
Children's Television Workshop

Contrary to popular belief, old diseases don't die. They don't even go away. But in this post-antibiotic and post-vaccine period of our medical history, the myth persists that once perilous infectious diseases are things of the past.

The myth poses the greatest danger to the people in our country who are least able to protect themselves against communicable diseases and who are also most vulnerable to them: our children. An alarming number of young people, especially in large cities, are unnecessarily vulnerable to the crippling diseases of polio, measles, rubella, diphtheria, pertussis and tetanus.

All are prevented by vaccines, but the vaccines are not being taken in sufficient quantity. The federal government's Center for Disease Control (CDC) found in a 1974 immunization study that about 5.3 million of nearly 13.2 million children aged one to four are unprotected against these illnesses. An estimated 6 million children in this same age group are not protected against mumps.

Dr. John Witte, who directs the immunization arm of the CDC, attributes the lack of outbreaks of polio partly to the use of vaccines and partly to luck.

The health of our children is too important to be left to the vagaries of luck, especially when the vaccines exist. We must "think prevention" by educating parents to the need and availability of immunizations that will protect their children, and by strong community efforts to assure that our health system delivers the vaccines to as many children as possible. To do less would be unconscionable.

At the Children's Television Workshop we have been involved with preschool children, and especially those from lower income urban populations, since the late 1960s when "Sesame Street" was originated. Though our primary thrust has been in education, we became increasingly aware of health problems in the course of researching and producing a series for public television called "Feeling Good," which encouraged people to lead healthier lives. We think about their well-being in terms of prevention rather than in cure. Our experience in these areas quite naturally suggested that the appeal of Sesame Street to parents and children alike could be applied to encouragement of immunization. That's why we created an experimental media campaign and joined up with community groups in Hartford to tackle the problem. If the campaign succeeds in reaching parents and children, it could serve as a model for other communities across the nation, individually or in conjunction with such programs as the CDC's "Immunization Action Month" next October.

Children who live in poverty or whose families do not regard immunization as a high priority are much less likely to get the vaccinations readily available to children who receive private care by pediatricians and family practitioners. As Dr. J. D. Miller of HEW points out, "the problem is of greatest significance to health workers in the urban environment because the communicable disease burden is heaviest among central city dwellers, the poor and the near poor and especially blacks." The government's statistics are even more alarming when this population is considered. Consider just one set of statistics: in 1963, 84 per cent of the nation's preschoolers were adequately protected against polio with three or more doses of the oral vaccine. By 1976, the percentage had dropped to 63 per cent. Among non-white youngsters in central cities, only 47 per cent were vaccinated. "Because of the high incidence of preventable infectious diseases among central city residents, a rejuvenation of interest in disease prevention is particularly appropriate to their needs," says Dr. Miller.

We don't know how low the levels of immunization must reach before we arrive at the kind of epidemics that were common before vaccines. CDC's Dr. Witte says that an epidemic could occur in any of the diseases except tetanus, and has warned about "outbreaks for numbers of years to come." Dr. Louis Z. Cooper of New York's Roosevelt Hospital anticipates numerous "mini-outbreaks" and isolated cases rather than widespread epidemics.

For the victims, Cooper says, "it's a 100 per cent tragedy, especially when it's 100 per cent preventable. And it's everyone's fault: government's for not providing more money and programs; the health care professionals for not pushing preventive medicine; the parents for not knowing or caring."

This nation has long led other developed nations in the world in gross national product and general scientific advancement, including medical breakthroughs in disease control and surgical techniques. There is no good reason for us not to employ our skills and our resources to such a basic matter of our existence as the maintenance of our health. We have carelessly accepted communicable diseases as "conquered diseases" and treated them with the attitude that "If we ignore them, they will go away." Our children are the potential victims of this indifference.

It has been suggested in another context that we should think of economics in terms of "a preventive pathology instead of a curative pathology." That would be a good approach to health care in this country, too. And it is certainly not only appropriate but imperative in the case of immunizing young children against crippling diseases.

U.S. Paralytic Polio Cases

Year	Number
1951	18,308
1958	3,637
1962	910
1968	106
1970	31
1974	6

U.S. Communicable Disease Center

Immunization Campaign

The Hartford Courant
Monday, May 17, 1976

'Big Shot' Fires at 'Conquered' Ills

By SANFORD CLOUD, JR.
Hartford Task Force
'Big Shot' Campaign

During the next 12 days Hartford will be the site of an experiment that aims to benefit our young children by immunizing them against polio, whooping cough, measles, rubella, tetanus and diptheria. These are the so-called "conquered" diseases that threaten to strike back even though vaccines exist to protect all of us against them.

Studies have found that immunization levels have dropped sharply across the nation and that more than a third of the children in the one-to-four-year old age bracket are not protected against these once common illnesses. The percentage is even higher nationally among youngsters of low income families who live in large cities.

Few of our older residents will ever forget the persistent threat of polio epidemics before the life and body saving oral vaccine was developed less than two decades ago. Many others among us know from personal experience or observation that measles caused encephalitis and deaths; rubella can deform the unborn; mumps can sterilize males; diptheria, tetanus and whooping cough can kill.

Thanks to vaccines, these diseases can be prevented. But for a variety of reasons — none of them good — many people are not being immunized.

There are some 15,000 preschool children in our city. We hope to reach as many of them as we can to "join the Big Shots" and begin the immunization process.

At this point we don't know exactly how many children in Hartford don't have protection. But there is a general feeling that the Hartford Health Department has done fairly well in getting young people to have their first shots.

This campaign should provide us with a better flow of information on the city's health care delivery system. Specifically, it will be helpful to find out:

— How many inner-city residents are not exposed to the health care system.

— How many existing services are not being sufficiently used by Hartford residents, including the children's clinic at the Burgdorf Health Center, the city's three major hospitals and other community health service outlets.

— And whether it's a case of parents just not knowing what is available or health care professionals not emphasizing various aspects of preventive medicine.

The tabulated response of the public to the immunization program should help pinpoint weak spots in the present system. We may find out that people are not taking advantage of existing health services because of a lack of information about what is available, indifference to specific diseases, fear of immunization, general non-awareness, concern over perceived costs, inadequate transportation, language barriers or combinations of these.

"Big Shot" gives us a rare opportunity to understand these problems. Once we isolate them, we should be able to construct vehicles for better education and action leading toward constantly improving health services.

The immunization effort will also help us establish the effect of a saturation-type campaign aided by the news media, civic, government and business leaders and directed at a specific problem.

A less tangible but equally important benefit of this campaign is the confirmation of a belief that some of us have held for a number of years. Namely, that Hartford has the necessary resources in terms of money and motivated citizens to tackle common problems.

"Big Shot" has brought people together from many different interests and backgrounds, across color lines and party lines, from both the public and the private sector, and from different economic levels.

It is worthy, and possibly instructive, to note that our childrens' interests, and our interest in their good health, have attracted us to this spirit of cooperation.

This process of coming together to solve a problem should be used again and again to tackle many of the other problems that we face on a city, regional and state level.

One of these days we are going to recognize that no matter where we reside our lives are intertwined. If enough people realize this, we could become a "pilot city" for the United States in more ways than one.

PUBLIC AFFAIRS

The Office of Public Affairs completed its support of educational and outreach activities for Sesame Street and The Electric Company 1975-76 seasons during this period. Major activities in this regard included: development and placement of a story about the Community Education Services prison tutoring project that began in Texas and is scheduled to expand to other Federal institutions around the country; a story and photo of the Cookie Monster running for President, which was distributed nationally by a wire service and syndicate group as an illustration of the national election process of the show in Season VII; co-ordination of interviews of Electric Company cast members by direct phone linkups to selected classrooms throughout the nation.

Public Affairs also embarked on coverage of The Electric Company Season VI and Sesame Street VIII (both due for broadcasting during 1976-77) which began production during this period. Specifically, this included photographic coverage of new location videotaping in Upstate New York and at City Island, New York, where Sesame Street cast members plus guest star Judy Collins will join in several programs to teach elements of Hispanic culture, treat the natural environment and illunimate other curriculum areas.

Research also began on an extensive Editorial Backgrounder summarizing the origins and evolution of both educational programs.

For The Electric Company, Public Affairs also administered an intensive photographic coverage of cast members to secure sufficient illustrative art for the coming season plus the successive years in which the program will be re-run without new production.

During this reporting period Public Affairs responded to approximately 1,200 mail queries from students, fans and the general public, and handled perhaps several hundred telephone inquiries from the press, public TV stations and the public. The division also assisted the Office of Education with a photo exhibit by supplying program-related prints and arranged and monitored a number of press interviews, including a scheduled survey of Sesame Street in TV Guide, the nation's largest circulation magazine.

Public Affairs also played a role in the creation of off-screen materials and promotion of the experimental "Big Shot" health immunization in Hartford, Conn. in May, in which more than 500 youngsters were immunized against crippling diseases. The division worked closely with Hartford community groups and the Community Education Services division in this project.

The Standard-Star
New Rochelle, N.Y., Tues., June 22, 1976

'Sesame Street' cast beaches on Island

By JOAN NILON

". . . water is so useful and wet. What we like to do most is to swim in it," sang Judy Collins with the "Sesame Street" cast last week on a City Island beach.

After a morning of rehearsals, the segment "Water Cantata" was on tape. With the cameras still rolling, the faces of Judy Collins, Loretta Long, Sonia Manzano, Bob McGrath, Northern J. Calloway, Roscoe Orman and maestro Will Lee, broke into mischievous laughter as they plunged awkwardly, with long skirts and tuxedos, into Long Island Sound.

"It felt fantastic," said a drenched Judy Collins. "The temperature was just right."

"Water Cantata," "The Sun Shines" and "Yesterday, Today and Tomorrow," written by the show's music director Sam Pottle, are song segments planned around a show next season on the natural environment, according to producer Dulcy Singer.

Filming on location is a new concept for the urban-based children's television program. Last season the show taped in New Mexico. Recently a camping show was done in Croton, New York, and one is planned for the rural south in the fall.

Executive producer Jon Stone said "We found that the addition of the New Mexico sequences this season added realism and dramatic impact, as we had hoped, and gave the show an element of visual excitement, too. Next season our viewers will have other opportunities to see different parts of the country, including the diversity existing within a city."

Last week's taping at City Island centered around Maria (Sonia Manzano) inviting David (Northern Calloway) and Big Bird (Carroll Spinney) to visit her friend Margie Battista on City Island. Margie has a greenhouse full of beautiful tropical plants, and they will be able to sail and swim, Maria tells them.

The script by Judy Freudberg calls for Maria standing on a subway platform set, with David asking Big Bird, his arms filled with oars, pails, shovels and fishing poles, "Why are you bringing all this stuff with you just to go to City Island. That's in the Bronx. You'd think we were going to Florida or something."

Maria tells David, "I know City Island's in the Bronx, but it's a lot different from the rest of the city."

After the subway ride, David looks over the water at City Island with the boats all around and the New York City skyline in the background and says "It's, uh, nice in this part of town. . .real nice."

The show's production assistant, City Islander Amy Hutchings, arranged for the sites on the island.

Other segments of the City Island show, to be shown tentatively on Public Broadcasting System (PBS) December 27 (show number 946), include Big Bird playing tugboat captain on "Little Toot," which was borrowed from Ft. Schuyler Maritime College. The boat piloted Lisa Battista, Pablo Peyser and Artie Dietz, children from City Island, Dawn Baker from Yonkers and Mimi Baker from Brooklyn.

In a sailing sequence, geared to teach cooperation to the preschool audience, Captain Debbie (Meisels) from City Island shows Maria how to untie and hoist the sails on the sleek, white yacht "Sergenda."

According to Stuart Aubrey, director of information, "Sesame Street," created by Children's Television Workshop, is seen in 40 countries throughout the world and on 265 PBS stations as well as several commercial stations. The show, beginning its eighth season in December, has won ten Emmys and the Peabody award.

Stone discusses the music with Ms. Collins

Ri-i-i-ing. . .

BLOOMINGTON, IND.
HERALD TIMES
DAIL. 31,000

MAY 9 1976

Jim Boyd, far left, who portrays J. Arthur Crank on the television show "The Electric Company" gets ready to board the bus with other cast members. Boyd talked to second graders at University Middle School about the show in a telephone call

TV personality telephones University second graders

A telephone conversation with one of their favorite television personalities was the unusual adventure of second graders at Bloomington's University School.

Children in Mrs. Shirley Simon's room at U-School were selected to receive the call by Dave Ebeling of Monroe County Community Schools.

Jim Boyd, best known for his roles as J. Arthur Crank and Paul the Gorilla on *The Electric Company* series, took on questions from many members of the class during the conference call. The adventure was set up by WTIU, Channel 30, Bloomington's Public Television station. Producers of *The Electric Company*, Children's Television Workshop, arranged and paid for the call from New York to Bloomington.

Thirty children participated in the question and answer session. The class watches *The Electric Company* every day. The children prepared for the interview by viewing the program with special care and making notes of questions they would like to ask. The teacher, Mrs. Simon, weeded out those with obvious answers or repetitious questions, wrote down the rest and assigned them to volunteers.

Excerpts from the lengthy conversation, which was taped, follow:

CHILD: Hello, this is Todd. Could you make the words harder?

BOYD: Could I make the words harder? OK. How do you spell "Bloomington"

TODD: Bloomington

BOYD: Very good. What're you doing, showing off for me? Spell Mississippi.

TODD: Mississippi

BOYD: Aw, you are showing off!

CHILD: Hi, I'm David,

BOYD: Hi ya, Dave. I'm Jim

DAVID: How long does it take to practice our show?

BOYD: I'm glad you asked me that, because the people who are in charge of rehearsals are with me and they're laughing now because we don't get any time to practice the show. We get a call, and we pick up our scripts and by the time we get our makeup on and our costumes, and they turn the cameras on and the lights, we're supposed to know it by then. So actually, it's not that bad, because most of the skits are only two or three or four minutes long. So we learn lines very quickly. By the time they're ready to film it, we've got it rehearsed.

CHILD: Hello, I'm Kristen Hale. I'd like to ask you a question. How many people are on the show?

BOYD: There are seven adults and I think there's five kids in the "Short Circus." So that's - how much is seven and five?

CHORUS OF VOICES: Twelve!

BOYD: Really? Let me work that out. Seven, five, carry the nine . . . from seven, subtract . . . Right! Twelve! That's only 12 people you see. See, there are a lot of people that you don't see that do an awful lot of work — like the writers and the people who make the sets and costumes.

CHILD: Hello, I'm Betsy Ravenstein. Could I ask you a question?

BOYD: Sure.

BETSY: Could you please send 140 autographs of the people on the show?

BOYD: 140 autographs?

BETSY: It's for our second graders.

BOYD: Do you have a checking account? What're Spidey Man autographs going for out there? I know here you could get three J. Arthur Cranks for one Spidey Man. I'll send you an autographed picture for your whole class, O.K.?

CHILD: Hi, this is Todd again.

BOYD: Hi, Todd Again?

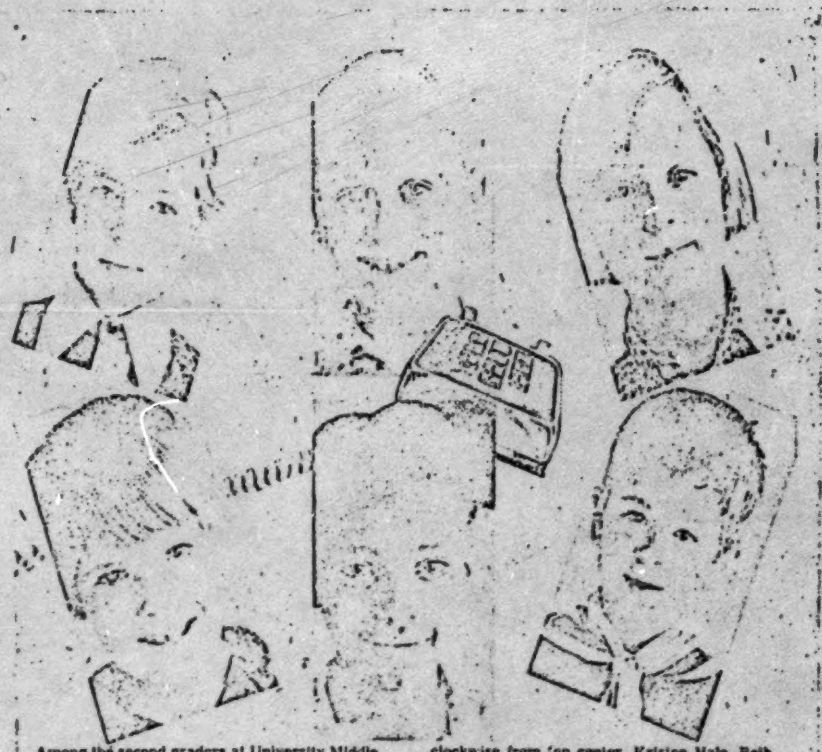
TODD: I'd like to ask you another question - who directs the show?

BOYD: Who directs the show? Well, the series that are playing on the air right now are directed by a fellow named John Tracy. And we've had different directors in the past. You can see, when you try to do 130 shows a year, that we're burning up directors faster than we can get 'em. So we've had several different directors. We had a director named Bob Schwartz and a director named Hank Rayhall

TODD: Thanks

BOYD: Where's Todd Again?

TODD: Hello



Among the second graders at University Middle School who talked, via telephone, to Jim Boyd of "The Electric Company" in New York were, clockwise from top center, Kristen Hale, Beth Ann Baxendale, Radovan Anzulovic, Angelique Bond, David Gouran and Todd Brown.

Sunday Herald-Times

life style

Sunday
May 9, 1976
Page 25

BOYD: Todd Again?

TODD: Yeah.

BOYD: Do you know what a director does?

TODD: Yes.

BOYD: What does a director do?

TODD: Teach the people to do stuff.

BOYD: Teach the people to do stuff?

TODD: . . . on the show.

BOYD: That's the way he tells it. He's the head man, he runs everything. He's the boss. O.K., Todd Again, who else we got?

CHILD: Hi, I'm Kris Clifton. Can I ask you a question?

BOYD: That's why I'm here.

KRIS: Do you help in write the show?

BOYD: Oh, no. No, no. No, they don't let actors do that, no, actors — we do what we do and the writers do what they do. We hardly ever let actors talk on their own, anyway. Yeah. I'm happy they even let me go home at night.

CHILD: Hello, I'm Kenny Tew. Can I ask you a question?

BOYD: Sure.

KENNY: How do the "Short Circuit" kids get picked?

BOYD: Uh, I think we grabbed the first five kids we saw walking out on 63rd St. Actually, those kids have been around a long time and they all go to acting class and then dancing classes and they've had singing lessons. So they've been in the business for a long time, some of them have been in the business longer than I have.

It makes their school work a little difficult because sometimes we'll be taping during their school day. But several of them go to the School of the Performing Arts here in New York and a lot of the professional children — you know, the kids who are in Broadway shows and things like that — go to this school. But they get time off to make commercials or work on *The Electric Company*, or do a Broadway show. And then they have to make up their school work for five hours, like on longer hours or weekends or things like that.

CHILD: Hi, I'm Angelique. How does the web come out of Spider Boy's hands?

BOYD: How does the web come out of his hands? We put do it with a camera trick. I don't know how the real Spider Man does it. I mean in the comic books. In our show, you know when the Spider Man winds up to throw the web?

ANGELIQUE: Uh-huh.

BOYD: Well, we just put the two camera shots together. Spider Man's on one camera and we have another camera with a picture of the web coming out of his hands. After the web comes out of his hands, you notice that we always go to a completely different shot. We go to a different picture of the villain, whoever the bad guy is, and he's all covered with that rope thing.

What we do is, after Spider Man throws that net, it looks like he throws the web, we stop the camera and then we put that rope thing over the actor and then we start the camera up again and it looks like it's all one continuous shot. But it's a camera trick.

CHILD: Hello, I'm Kenny Tew again. Where is it filmed?

BOYD: In New York. Did you know you were talking to New York now?

KENNY: No.

BOYD: That's where I am. You're out in Indiana, right? That's not in New York, is it?

KENNY: No.

BOYD: No, I think Indiana is way out past 12th Avenue.

CHILD: Hi, I'm Radovan. Can you put more cartoons on the show?

BOYD: Instead of me?

RODOVAN: No, not instead of you.

BOYD: Well, I don't know. About half the show seems to be cartoons. I don't know how that breaks down between the live actors and the cartoons, but it's . . . maybe about half the show right now is cartoons. But every year — I don't know how many years you've been watching it — but every year it does change, you know. It's different, and every year we make little changes in the curriculum or the set up of the show, so maybe this time there will be more cartoons.

RADOVAN: How many times has The Electric Company been on since you started?

BOYD: Well, it's five years ago and I think we did about 130 shows a year. Right. Wow, that's like five shows?

MRS. SIMON: Well, we'll have to get our multiplication tables sharpened up.

LOCK HAVEN, PA.
EXPRESS
D. 10,500

MAY 5 1976

TV Star Sets Telephone Talk With JS Students

JERSEY SHORE — Pupils in several classrooms of the Jersey Shore Area Elementary School on Locust St. will discuss on May 10 the popular television series, "The Electric Co.," with a member of the cast, Hattie Winston.

Through a cooperative project between the Children's Television Workshop, producers of Electric company, and the Allegheny Educational Broadcast Council, the instruction television outlet for Central Pennsylvania, students will be able to question Winston about the series and her role in the productions.

The discussion is designed to inform the students on the series development and to provide the producers of the series with the student reaction to its effectiveness in the classroom.

Raymond L. Hill, assistant principal of the Jersey Shore Elementary School, coordinated the project with its sponsors and obtained speaker phone facilities from the local telephone organization to enable several classrooms to participate in the discussions. The conversation is scheduled to last for half an hour and the students will prepare many of the questions in advance. Following the conversation, Winston will send autographed pictures to the classroom who participate in the project.

Miss Winston's winning smile has made her popular as The Fox, Valerie the Librarian, and the many other roles she's played in two seasons with "The Electric Company," the experimental TV reading series. She is a versatile actress who came to The Electric Company directly from a lead role in the Broadway production of "Two Gentlemen of Verona" and who recently played the fabled gypsy in the hit production of "Scapino" both on Broadway and Los Angeles. She was also seen last December in CTW Production's ABC-TV comedy special "Out to Lunch," and has been seen in numerous TV commercials over the past year.

The Electric Company is seen on Channel 44 on Tuesdays at 1 p.m.

SETS JS TALKS — Miss Hattie Winston, popular member of the cast of "The Electric Company," the experimental TV reading series, will spend about a half hour on the phone Monday, May 10 with members of several classrooms of Jersey Shore Area Elementary School on Locust St. The pupils are expected to ask Miss Winston about her role in the productions. Raymond L. Hill, assistant principal, has coordinated the project.

WINCHESTER, KY.
SUN
D. 5,000

MAY 7 1976

Turns on children

Easy Reader (Morgan Freeman), left, and Broadway singer Rita Moreno star regularly on Kentucky Educational Television's children show The Electric Company. The hip reading fanatic, Easy Reader, recently phoned KET and talked with 23 third graders from Harrison County's Eastside Elementary School. KET airs The Electric Company as part of its in-school schedule, plus weekday afternoons at 5:30 p.m. and Saturdays at 9 a.m. (ET) and 11 a.m.

WILLIAMSPORT, PA.
GRIT
SUN. 887,500

MAY 9 1976

Pupils to Talk To TV Star

Pupils in several classrooms at Jersey Shore Elementary School will interview Hattie Winston, star of the TV show, The Electric Company, by telephone Monday.

The students and Miss Winston will discuss the series and her role in it. The show is carried on the Public Broadcasting Service.

Speaker facilities will allow pupils in several classrooms to participate in the interview.

Chicago Tribune
Thursday, June 24, 1976

Will kids read, after they've seen TV

Magazines embrace relevance and rock

By Donna Jay Newman

Kids' magazines rated by readers

By Donna Jay Newman

Baker's dozen. Thirteen who made "a significant contribution towards upgrading children's television" were honored last Wednesday (Jan. 28) in Boston by Action for Children's Television. Peggy Charren, ACT president, presented the fourth annual awards. At the ceremony:

Front row (l-r)—Andrew Ferguson, Children's Television Workshop; Peggy Charren; Donald McGannon, Westinghouse Broadcasting; Robert Keeshan, Robert Keeshan and Associates.

Back row (l-r)—Marlon Tallon, Marlon Tallon Productions; Jerry Orbach, CBS; George Heinemann, NBC; Marshall Efron and Betty Olson, CBS; Aaron Cohen, NBC; Cheryl Bibbs, WGBH-TV Boston; Edwin Cohen, Agency for Instructional Television; Guy Barry, Taft Broadcasting; Kenneth Kamenski, Post-Newsweek Stations; Jack Barnes, KLRN-TV Austin, Tex.; Ray Hubbard, Post-Newsweek; Vivian Horner, CTW; Jan Osburne, WWJ-TV Detroit; George Magnuson, Westinghouse; Jeanne Fortinberry and Barry Hurd, WWJ-TV.

Awards were for CBS-TV's *The CBS Children's Film Festival*; CBS News's *Marshall Efron's Illustrated, Simplified and Painless Sunday School*, CTW's *The Electric Company*; Robert Keeshan Associates' *Captain Kangaroo*; NBC-TV's *Correspondents*; NBC-TV's *Get-U.S.A.*; Post-Newsweek's *The Reading Show*; Taft Broadcasting's *Mee & Nimble*; Marlon Tallon Productions, *Kukla, Fran & Ollie*; Westinghouse's *Call It Macaroni*; NBC-TV's *The Reader's Digest*; WWJ-TV's *Hot Fudge*, and a special award to the Agency for Instructional Television for development of educational programs.

BROADCASTING
WASHINGTON, D. C.
FEB 2 1976

THE LIGHT
SAN ANTONIO, TEXAS
D. 120,574 SUN. 172,681

MAY 4 1976

'Big Bilingual Boost' Seen Developing

By ED CASTILLO

Specially-created books and audio-visual materials, including the world-famous "Sesame Street," which has gone bilingual, will give a "tremendous boost" to more than 250,000 children in bilingual programs throughout the U.S.

This was the word Tuesday from Dr. Alma Flor Ada, with the federally-funded Title Seven Midwest Resource Center in Chicago and a bilingual consultant with the National Textbook Co., Skokie, Ill.

Dr. Ada explains the Title Seven program comes under the Bilingual Education Act passed by Congress in 1967, and provides special funding for bilingual education. Currently the funding amounts to more than $84 million annually.

Dr. Ada, along with Pilar de Olaive, also a bilingual consultant, is here to attend the fifth annual International Bilingual-Bicultural Education Conference at the Convention Center.

Concerning the highly popular television production of "Sesame Street," the consultant, who said her center in Chicago covers nine midwestern states, pointed out that every day, some 12 million youngsters all over the world watch the program. "The characters in "Sesame Street," ("Calle Sesamo" in Spanish), are proving "they may be the most unique and effective teachers ever," she said.

Said Dr. Ada, "Thanks to joint efforts of National Textbook Company and the Children's Television Workshop (creators and producers of "Sesame Street"), young bilingual students will be using specially-created books and audio-visual materials to learn their native or home language as basic preparation for learning and mastering the English language."

The consultant pointed out the new approach in bilingual education is based on a recent study in Texas which demonstrated that when the children involved learn Spanish first, mastery of English comes much easier.

Dr. Ada said the new teaching approach will show youngsters they can enter any field of endeavor including highly-skilled trades and professions.

New textbooks, readers, audio-visual presentations and other bilingual materials are being produced in Spanish "from the very beginning," Dr. Ada said. She declared, "We feel that bilingual education cannot be a success until the child feels he or she is getting equal education in all areas of the teaching program."

Dr. Ada said bilingual programs are being presented all the way to the university level where students working for degrees in bilingual teaching are being aided.

Leonard I. Fiddle, editorial director of the National Textbook Co., said the new project ("Trabajemos con Calle Sesamo") "packs a lot of learning on each and every page. It is a vivid proof that education and entertainment can, and should, go hand-in-hand."

Dr. Alma Flor Ada, bilingual consultant with the National Textbook Co., left, and Pilar de Olave, also a bilingual consultant, are attending the fifth annual International Bilingual-Bicultural Education Conference at the Convention Center.

INSTRUCTIONAL TECHNOLOGY
MT. ARLINGTON, N.J.
MONTHLY

APR 1976

Children's Television Workshop, creator of television's "Sesame Street" and Guidance Associates, producer of instructional materials for the behavioral sciences, have jointly developed a new primary grades social studies program which includes one of the first attempts to help students develop both reasoning and coping skills. The multi-unit sound filmstrip project, titled "Sesame Street Skills for Growing," is to be introduced to elementary schools next fall. The program--featuring many of the Sesame Street characters--is organized into four modules for use in kindergarten, first and second grade classrooms. Each module will consist of three or four sound filmstrips structured around four fundamental conceptual areas in beginning school age development: reasoning, problem-solving, coping with and expressing emotional feelings, and developing confidence in interpersonal relationships.

BITS FROM THE ENTERAINMENT WORLD

NEW YORK-

"Big Blue Marble," 4th worldwide children's TV series presented as a public service by ITT, has been nominated by the National Academy of Television Arts and Sciences for an Emmy Award in the categories of Children's Series-Entertainment. Other programs on the ballot are Bill Cosby's "Fat Albert, "Zoom, and "Captain Kangaroo."

New York Times movie critic writing on the subject, "Are Black Films Losing Their Blackness"?, says "right now it seems as if more and more films that once would have been categorized as black films are really films for the general market." And how do the current films stack up on the list of "50 Top-Grossing Films"? "Sparkle" is No. 9, "The River Niger" is No. 14, "Leadbelly" No. 20 and "Countdown at Kusini" No. 38.

In a minimum security federal prison, at Fort Worth, Texas, the Community Education Services of Children's Television Shop is working with prison authorities and nearby college in a project that is using "Sesame Street" to help direct inmates of the institution to possible new careers in early childhood education on their return to the streets.

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Black Movies, TV

News Briefs

Great Adventure, the $100 million family entertainment complex in Jackson, New Jersey is the scene June 14-17 for the "Big Marble Tournament of Champions" in which 40 champion "Mibsters", 6-14, will compete in the 53rd national marble competition. Representing their various cities, they'll also receive a week's vacation at the site. "Big Blue Marble", the public service TV show funded by ITT, has co-sponsored the National Marble Championships for the past three years.

Atlantic Records has finally released Aretha Franklin's album of "Sparkle" in which she warbles through Curtis Mayfield's music for the Warner Bros. film "Sparkle". It's a "must" platter with such tunes as "Look Into Your Heart", "Hooked On Your Love", "Rock With Me", and the title selection.

Bad news department: Columbia Pictures has withdrawn "Countdown At Kusini" from first run theatres and unless something drastic happens, it looks like the Dallas will take a bath.

Films on this past week's (June 2) list of "50 Top-Grossing Films" include "Leadbelly" in No. 24 spot, "Blazing Saddles" in No. 26 and "The River Niger" in No. 41.

The partnership of the Federal Bureau of Prisons and the Children's Television Workshop creators of "Sesame Street" and "The Electric Company", has proved so successful in two Texas prisons where the TV show and expertise is used to entertain the kids of inmates during visiting days, that the program is expanding to federal prisons in Lompoc, Calif.; Alderson, W. Va.; Butner, N.C.; and the Metropolitan Correctional Center in NYC.

NEW HIRES AND TERMINATIONS FOR SESAME STREET AND THE ELECTRIC COMPANY - INCLUDES PRODUCTION, RESEARCH, PUBLIC AFFAIRS AND COMMUNITY EDUCATION SERVICES FOR THE PERIOD 4/1/76 - 6/30/76.

NEW HIRES

NAME	POSITION	DATE
Diane Hooper	Exec. Secretary - Products	3/29/76
Arlyn Weinberg	Researcher - T.E.C.	6/7/76
Ellen Weiss	Editor - T.E.C. Magazine Products	4/26/76
Eleanor Ringel	Music Clerk - Broadcast Admin.	5/10/76

TERMINATIONS

Barbara Egan	Asst. Art Director Products - T.E.C. Magazine	4/30/76
Greenberg, Joe	Asst. Audiovisual Coord. Broadcast Admin.	5/28/76
Ada Simonetti	Research Asst. Research - Production	5/21/76
Brenda Thomas	Editor - T.E.C. Magazine Products	4/2/76
Katherine Nuzzolese	Coord. of Subscription Circulation - Products	3/19/76

CERTIFICATION

	Joan G. Camp
SIGNATURE OF CONTRACT OFFICER	SIGNATURE OF PROJECT DIRECTOR
	August 4, 1976.
DATE	DATE